

Department of the Army  
Headquarters, United States Army  
Training and Doctrine Command  
Fort Monroe, Virginia 23651-1047

TRADOC Regulation 350-36

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## Training

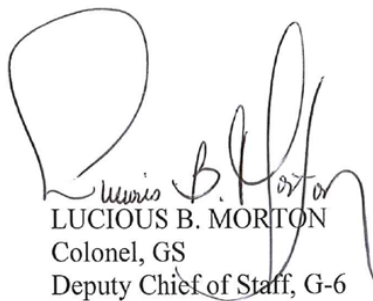
### BASIC OFFICER LEADERS COURSE TRAINING POLICIES AND ADMINISTRATION

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FOR THE COMMANDER:

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**History.** This publication is a new United States (U.S.) Army Training and Doctrine Command (TRADOC) Regulation.

**Summary.** This TRADOC Regulation 350-36 prescribes policies, guidance, responsibilities, procedures, and organizational relationship associated with managing and conducting common core initial military training (IMT) in TRADOC Basic Officer Leaders Courses (BOLCs).

**Applicability.** This regulation applies to U.S. Army TRADOC schools, active Army (AA), Army Reserve, and Army National Guard (ARNG) officers, and warrant officers BOLC-B training (branch specific/technical schools) conducted at service schools, Army Training Centers, and other training agencies and activities under the control of Headquarters, TRADOC. This regulation also is applicable to all AA, Army Reserve, and ARNG BOLC training conducted at service schools and academies under the control of U.S. Department of the Army through the execution of a memorandum of agreement that clearly defines corresponding responsibilities and support actions coordinated between the U.S. Army Accessions Command and U.S. Military Academy. The policies contained herein, unless otherwise stated, also apply to members of sister and foreign services attending Army schools.

**Proponent and exception authority.** The proponent of this regulation is the TRADOC DCG-IMT, (ATCG-MT), 11 Bernard Road, Fort Monroe, VA 23651. The DCG-IMT has the authority to approve exceptions or waivers to the IMT common core training guidance in this regulation that is consistent with controlling law and regulations as described in TRADOC Regulation 10-5. The DCG-IMT may delegate this approval authority in writing to the proponent agency (BOLC-A and BOLC-B), in the grade of colonel or the civilian equivalent. Proponent agencies may request a waiver to this regulation by providing justification as outlined in Army Regulation (AR) 350-1 (proponent and exception authority) and specified in AR 25-30.

**Army management control process.** This regulation contains management control provisions in accordance with AR 11-2, but it does not identify key management controls that must be evaluated.

**Supplementation.** Supplementation of this regulation and establishment of command and local forms is prohibited without prior approval from the TRADOC Deputy Commanding General-Initial Military Training (DCG-IMT), (ATCG-MT), 11 Bernard Road, Fort Monroe, VA 23651.

**Suggested improvements.** Users are invited to send comments and suggested improvements on Department of the Army Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the TRADOC DCG-IMT, (ATCG-MT), 11 Bernard Road, Fort Monroe, VA 23651. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

**Distribution.** This publication is available on the TRADOC Homepage at <http://www.tradoc.army.mil>.

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## **Chapter 1**

### **Introduction**

#### **1-1. Purpose**

This regulation prescribes United States (U.S.) Army Training and Doctrine Command (TRADOC) guidance, policies, procedures, and responsibilities for managing and conducting Basic Officer Leaders Course (BOLC) (see figure 1-1) common core and functional training, student in-processing, student holdovers/recycles, and outlines the desired outcomes of BOLC organizations. Officer initial military training (IMT) consists of BOLC-A commissioning/appointment sources and BOLC-B branch specific/technical training schools. Non-TRADOC organizations (United States Military Academy (USMA), U.S. Army Accessions Command (USAAC), and Army National Guard) execute BOLC-A training in accordance with (IAW) the memorandum of agreement (MOA) (see appendix A). This regulation also supports the design, development, and execution of all BOLC-B programs of instruction (POIs).

#### **1-2. Mission**

a. DCG-IMT will standardize, reinvigorate, and evolve training for initial entry Soldiers and recently commissioned junior officers to support a more efficient and effective Army Force Generation (ARFORGEN) while providing Soldiers and leaders who can immediately contribute to their first unit of assignment.

b. BOLC-A. Provide IMT and education to potential commissioned Army officers and warrant officers with foundational Army values, professional and personal attributes, and fundamental technical/tactical skills. BOLC-A commissioning/appointment sources are the Reserve Officers' Training Corps (ROTC), Officer Candidate School (OCS), USMA, National Guard Bureau OCS, Warrant Officer Candidate School (WOCS), and Direct Commission Course (DCC). Each has developed mission statements:

(1) ROTC. Commission the future officer leadership of the U.S. Army and motivate young people to be better citizens.

(2) USMA. Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of professional excellence and service to the Nation as an officer in the U.S. Army.

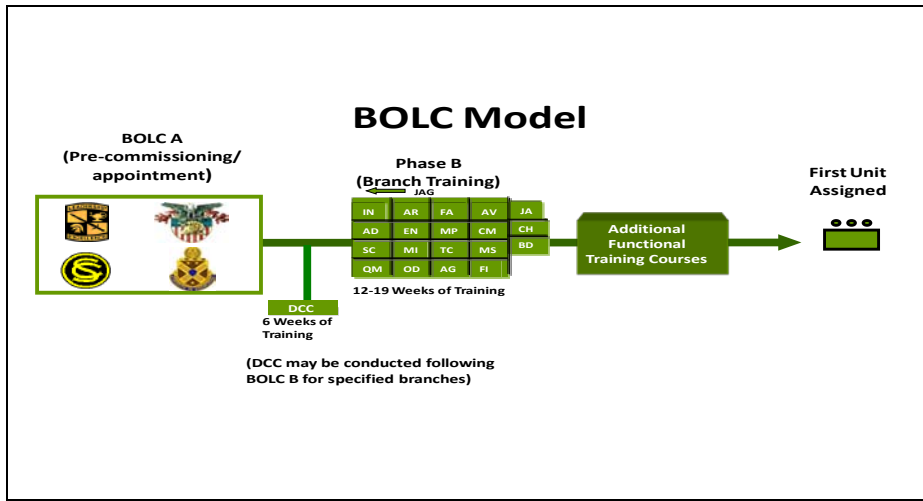
(3) OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(4) NGB OCS. Train, educate, and commission officers in order to provide the Army with leaders of character who live by the Warrior Ethos and Army values.

(5) WOCS. Train, develop, and appoint warrant officers with the leadership skills necessary to meet future Army challenges.

(6) DCC. Train direct commissioned officers, primarily the Judge Advocate Corps officers on fundamental skills, establishing a foundation in leadership, physical fitness, mental toughness, and tactical and technical proficiency.

c. BOLC-B (branch specific technical training schools). Provide newly commissioned Army officers and warrant officers with continued progressive and sequential training at the branch schools, to produce an adaptive officer, steeped in the profession of arms and who is technically/tactically competent, confident, and capable of leading in full-spectrum operations (FSO) within their branch upon arrival at their first unit of assignment.



**Figure 1-1. BOLC model**

### 1-3. References

Required and related publications and referenced forms are listed in [appendix A](#).

### 1-4. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the [glossary](#).

### 1-5. Command and control relationships and responsibilities of the DCG-IMT and proponent agencies

a. Deputy Commanding General-Initial Military Training (DCG-IMT) will:

(1) Determine policy and provide guidance for the conduct of BOLC common core tasks required for BOLC-A (through MOA with BOLC-A organizations) and BOLC-B.

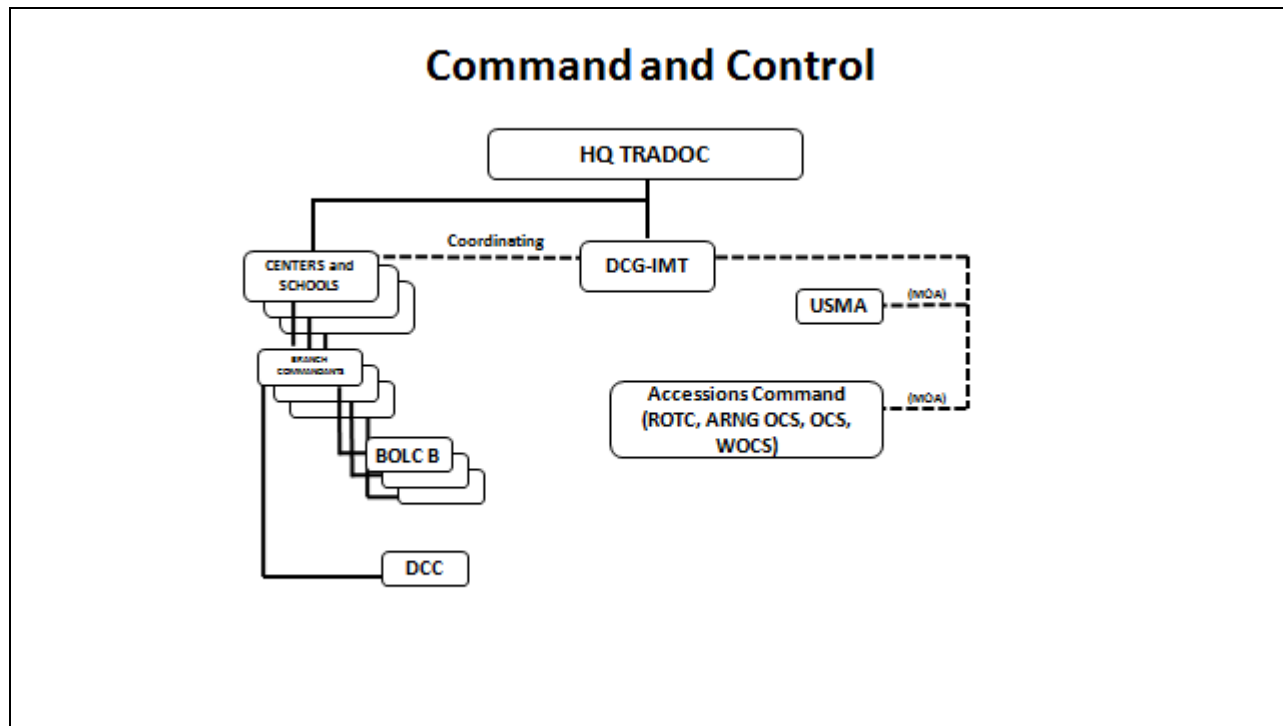
(2) Review, validate, and recommend approval to Commanding General (CG), TRADOC of the BOLC common core task list (CCTL) and elements of values, culture, and Warrior Ethos training as well as professional attributes to ensure relevance to the current warfighting efforts of the Army.

(3) Review POIs for TRADOC BOLC-B common core and functional requirements and course materials submitted by TRADOC schools.

(4) Evaluate and support resource challenges identified by BOLC-B schools commandants to TRADOC.

(5) Conduct conferences, video teleconferences, "Quick Look" assessment visits, and POI reviews as required in the execution of BOLC management and evaluation responsibilities. Assist TRADOC as necessary in the accreditation of BOLC-B courses.

(6) Conduct and host an annual CCTL synchronization conference to review initiatives, resources, share perspectives, discuss issues, and approve the CCTL to ensure it is relevant to the current warfighting efforts of the Army (see figure 1-2).



**Figure 1-2. BOLC command and control**

b. BOLC-A organizations will:

(1) Establish MOAs with DCG-IMT governing their method of ensuring instruction of tasks on the CCTL.

(2) Conduct BOLC-A CCTL training and other mandatory training as designated by DCG-IMT and Headquarters (HQ), TRADOC IAW the MOA.

c. The Maneuver Center of Excellence, CG is the POI proponent and trainer for both DCC and OCS.

d. The Warrant Officer Career College commandant will function as the POI proponent and trainer for WOCS.

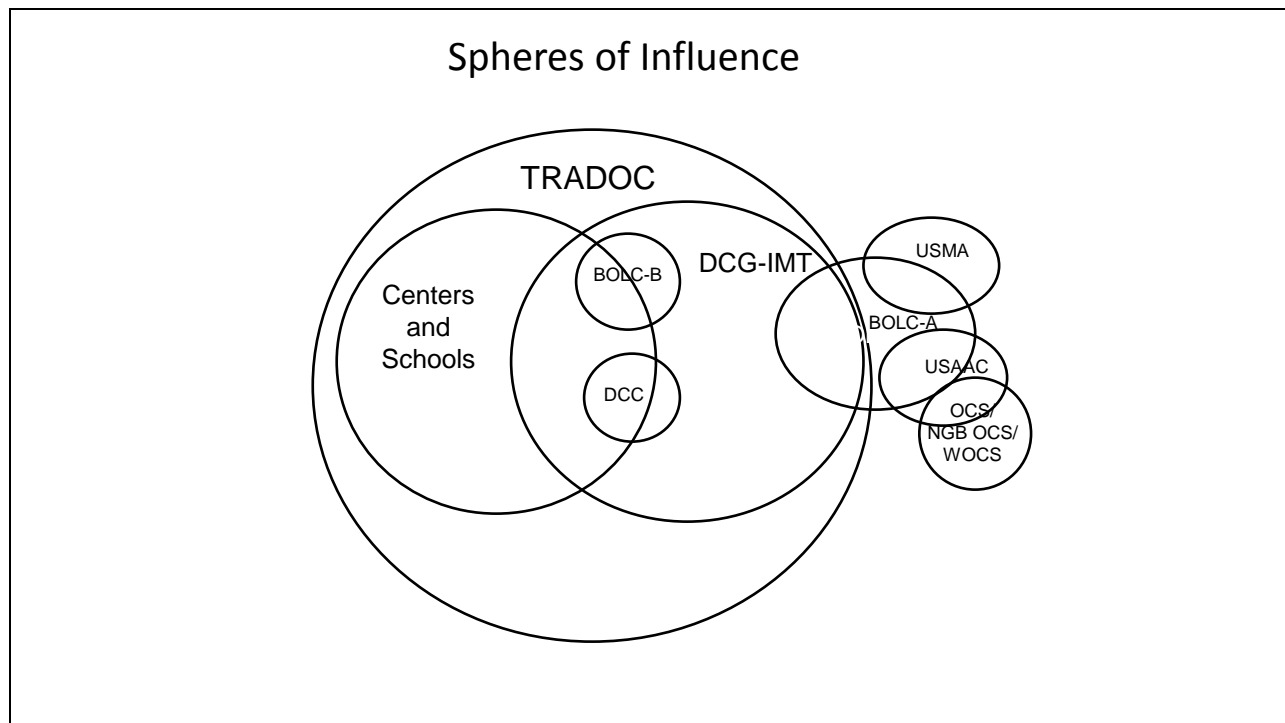
e. Commandants/commanders of TRADOC centers and schools (see figure 1-3) will:

(1) Conduct BOLC-B CCTL training, functional training, values training, professional development, and other mandatory training for junior officers as directed by DCG-IMT and HQ, TRADOC.

(2) Ensure the functional tasks within the POI remains current/relevant; and submit recommended and required POI changes through DCG-IMT to TRADOC CG.

(3) Implement the Army Quality Assurance Program IAW Army Regulation(AR) [350-1](#), paragraphs 2-46.ae and 3-4.

(4) Develop and provide training support packages (TSPs) and Training Requirements Analysis System (TRAS) documentation, POIs, lesson plans, and other instructional material, as required, IAW TRADOC Regulation (TR) 350-70, part VI.



**Figure 1-3. Spheres of influence**



## **Chapter 2**

### **Training Guidance**

#### **2-1. DCG-IMT intent**

a. Purpose. Support a more efficient and effective ARFORGEN while training, educating, and developing Soldiers and junior officer leaders who can immediately contribute to their first unit of assignment.

b. Key tasks.

(1) Evaluate, redesign, and implement relevant CCTL. Coordinate with branch proponents in the establishment and training of a relevant functional task list and the execution of professional development of newly commissioned junior officers and warrant officers.

(2) Synchronize the training and preparation of junior officers and warrant officers within each branch proponent BOLC, so that these officers/warrant officers arrive at first unit IAW Army requirements.

(3) Provide quality and relevant training and education that prepare leaders for the operational environment.

(4) Establish administrative training policy and guidance.

c. End state. BOLC institutions produce agile, adaptive, and professional junior officers and warrant officers capable of leading in FSO upon arrival at first unit of assignment.

#### **2-2. DCG-IMT guidance**

Army officers and warrant officers must exhibit professional attributes, be able to lead Soldiers by example, be technically and tactically proficient, and live the Army values. They must be professional and exhibit leadership; and they must be physically fit, confident, and have strong military bearing. An officer must be mentally agile, innovative, and have sound judgment that will allow them to adapt to any circumstance.

a. Each BOLC-B course has an approved POI; and unless commanders/commandants seek and receive permission to change POI, all will execute the approved POI without replacing topics, or substituting one subject while deleting another. As a goal, BOLC-B training should be no more than 60 hours a week and 6 days a week, with exceptions being linked to periods of field training.

b. BOLC-B courses have a defined and similar POI addressing common core tasks, while each BOLC-B proponent course has functional tasks dictated by the proponents. These tasks will be reviewed collaboratively by the functional proponent and the DCG-IMT for relevancy and must be linked to the current operational environment.

c. BOLC will continue with initiatives for improving Soldier physical performance as follows:

(1) Reduce overuse injuries by using standardized physical readiness training (PRT) in IMT. The PRT program is scientific, and based on proven quantifiable results. Junior officers will be prepared to evaluate and lead PRT programs upon graduation from BOLC.

(2) Optimize performance by ensuring that menu selections and dining facility layout and performance nutrition information are provided IAW the Soldier Fueling Initiative. Students will learn how to use the "Go for Green" labeling to select food choices that will optimize their performance.

(a) The menu choices include: increasing whole grain options, to include brown rice and whole grain pastas; increasing baked entrée items that are just as appealing as their deep fat fried alternatives; replacing orange juice with calcium and Vitamin D-fortified orange juice; including dark green leafy lettuce or baby spinach in tossed salads to provide additional nutrients; and providing orange wedges instead of the whole fruit to facilitate intake of vitamin C.

(b) Strategies in dining facility layout include placing milk dispenser in a place of prominence instead of soda machines to promote consumption of milk - specifically low-fat chocolate milk.

(c) The nutrition information campaign includes performance nutrition education within the dining facilities through use of posters, line cards, and other educational materials.

d. Marksmanship. To provide BOLC-B students with the advanced skills necessary to combat the enemy around the world, the BOLC basic rifle marksmanship (BRM) strategy includes two advanced rifle marksmanship (ARM) periods, barrier shoot, and combat familiarization fire for all BOLC-B schools. Training will focus on the fundamentals of marksmanship leading up to qualifying on respective assigned individual weapon. During BRM periods 1-10, students will wear the following equipment: Army combat uniform, patrol cap, ear protection, eye protection, and gloves; then proceed to ARM wearing full combat gear.

e. Combatives. Students must be prepared to use different levels of force in an environment where conflict may change from low intensity to high intensity over a matter of minutes. Combatives training will instill courage and self-confidence. With competence comes the understanding of controlled aggression and the ability to remain focused while under duress.

f. Leadership. Provide mission-focused leadership and critical thinking opportunities to improve professional development and produce agile and adaptive combat leaders who are able to accomplish any mission. Cadre will provide mission-focused leadership opportunities and place BOLC-B students in situations that will test their resourcefulness and ingenuity.

g. Values and ethics. BOLC will teach and train Army values and the professional ethics, and will apply them in situational exercise that relate to combat as well as on and off duty events. Cadre will integrate values and ethics into all training events. Academic Evaluation Reports

(AER) and student counseling's will include examples of following or failing to abide by the Army values.

h. Resilience. Enhance an officer's ability to perform, as well as to support Soldiers through development of the five dimensions of strength: emotional awareness, social communications, spiritual beliefs, family values, and physical fitness. Training will focus on both individual and organizational resiliency. Officers must be able to recognize the status of their organization and ways to improve or resolve identified problems.

i. Cultural awareness. BOLC instruction will teach and train how various political, economic, and cultural factors influence decisionmaking in other countries. Junior officers and warrant officers will learn the benefits of integrating cultural knowledge into their planning.

j. Counter-improvised explosive devices. Prepare students to recognize and protect their units from improvised explosive devices threats such as microdrones and precision guided munitions, as they evolve. Training must enable students to anticipate the evolving threat. POIs will include up-to-date training on friendly and enemy tactics, techniques, and procedures. Teach students to find ways to defeat or degrade the emerging threats and enable them to use the technology, knowledge, and tactics developed in future operations.

k. Field training. Officers and warrant officers will train in a realistic environment using scenario-driven field training exercises that will generate cohesive trained leaders ready to operate at any point on the spectrum of conflict, in any environment, and under all conditions. During these exercises, officers and warrant officers will use individual skills such as BRM, first aid, battle drills, and PRT to build Warriors, while incorporating the branch and functional skills linked to their leadership development. The cadre must be prepared to adjust the tactical scenarios based on the performance of the student and must always be prepared to demonstrate possible doctrinal solutions to the tactical situation.

l. Use of live, virtual, constructive gaming (LVCG). LVCG training resources and systems are integrated for optimum effectiveness to expand the battlespace. By applying full spectrum technology and simulations, we create immersive, highly realistic environments for every level of training that reduces training costs and improves Soldier readiness.

m. Outcomes based training and education. Outcome-based training adapts training strategy to meet the conditions of current and future operational environments. Developing new approaches in training is necessary to ensure leaders are confident in their ability to conduct FSO. Outcomes-based training will focus on understanding of basic skills, development of intangible attributes, and understanding how tasks relate to each other and to varied situations.

### **2-3. BOLC CCTL (appendix D)**

CCTL applies to both BOLC-A (pre-commissioning/pre-appointment) and BOLC-B (branch/technical) training. USAAC, USMA, and WOCS are pre-commissioning/pre-appointment sources with direct input to the BOLC CCTL. The BOLC CCTL is approved by TRADOC DCG-IMT to ensure tasks are nested with desired outcomes and supporting tasks in the institutional training base. The BOLC-A and BOLC-B schools manage program compliance

of their CCTL instruction through participation at the annual BOLC CCTL synchronization conference.

- a. The CCTL identifies the task proponent and the tasks to be performed during each BOLC phase.
  - b. The CCTL is reviewed annually by the DCG-IMT for training task relevancy.
  - c. The CCTL process will include a task review and development of changes by the BOLC-A/B proponents, along with the task proponents.
  - d. A Council of Colonels with representation from the BOLC-A/B community will review and recommend changes within the CCTL to the DCG-IMT.
  - e. DCG-IMT will review changes submitted and recommend CCTL approval to TRADOC CG.
  - f. Cadre will train BOLC students in Warrior tasks and battle drills (WTBD) IAW the CCTL.
  - g. The CCTL is available at <https://www.us.army.mil/suite/page/613990>.
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## **Chapter 3**

### **Common BOLC Outcomes**

#### **3-1. Purpose of outcomes**

Common outcomes ensure follow-on training organizations and initial units will receive officers with a common basis of training and professional development. BOLC training is sequential and progressive; and training events build from proficiencies and outcomes achieved in previous training. All students will transition through BOLC-A and BOLC-B in sequence. The only branch exceptions to the sequence rule are Army medical department, chaplains, and Judge Advocate General Corps. Individual case-by-case exceptions will be coordinated through DCG-IMT, BOLC Division, who will further coordinate with the appropriate TRADOC and Headquarters, Department of the Army (HQDA) agencies to ensure timelines do not interfere with ARFORGEN support to the operational Army.

#### **3-2. Common BOLC-A outcomes**

Through the execution of the CCTL and source specific training, education, and experience, each BOLC-A program will achieve the following outcomes:

- a. Values and ethics. Newly commissioned/appointed officer who knows and understands Army values and begins to demonstrate them.
- b. Leadership. Newly commissioned/appointed officer who demonstrates knowledge of core leadership attributes and competencies and who applies fundamentals of leadership with peers and in small units.

- c. Professionalism and officership. Understands and embraces the concept of being a member of the profession of arms, and the requirements of officership and their oath of commission.
- d. Personal development. Understands responsibilities of an officer for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains.
- e. Technical competence. Possesses fundamental knowledge and understanding of basic military skills and Army management systems required of a junior officer.
- f. Tactical competence. Possesses basic military skills and demonstrates knowledge of the orders process and troop leading procedures (TLPs) while executing small unit tactics. Experiences an introduction to WTBD and fundamentals of Army operations.

### **3-3. Common BOLC-B outcomes**

Building upon the outcomes achieved by the various BOLC-A programs, BOLC-B programs will achieve the following outcomes through execution of the common core task list along with functional training:

- a. Values and ethics. Junior officers and warrant officers who embody, live, and defend the Army values, and who can lead their Soldiers with ethically-sound decisions upon arriving at their first unit of assignment.
  - b. Leadership. Junior officer and warrant officers who possess attributes and competencies to assess, train, and lead in their first unit of assignment.
  - c. Professionalism and officership. Applies roles and responsibilities associated with the profession of arms and their oath of commission upon arrival at their first unit of assignment.
  - d. Personal development. Demonstrates self-development and understands the lifelong learning process for themselves and their subordinates. Advances in personal and professional development as part of the requirement for service in the Army.
  - e. Technical competence. Demonstrates technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, applies Army training and management systems and sustainment functions.
  - f. Tactical competence. Makes appropriate decisions based on doctrine (includes TLPs), assessment, critical thinking, and judgment to provide solutions to tactical problems within their specific branch. Functions as a leader in training and employing WTBD and branch defined technical and tactical skills. Adapts TLPs and problem solving skills to branch specific mission support requirements. Executes branch defined missions in support of FSO.
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## **Chapter 4**

### **Administrative and Training Policies**

#### **4-1. In-processing tasks**

- a. BOLC-A IAW MOA (appendix B).
- b. BOLC-B in-processing tasks. The following are the minimum in-processing tasks performed at each BOLC-B site to ensure each officer is processed into active duty.
  - (1) Medical tasks.
    - (a) Tuberculin skin test complete IAW Office of the Surgeon General memo (see reference list).
    - (b) Service treatment record (STR) established IAW [AR 40-66](#).
    - (c) Commissioning medical history and physical examination are present in STR.
    - (d) Hearing test is present in STR.
    - (e) Vision test is present in STR.
    - (f) Profile reviewed as required.
    - (g) Documentation recording a test for human immunodeficiency virus (HIV) antibody within the previous 6 months.
    - (h) Immunizations/immunization record completed IAW [AR 40-562](#).
      - Educate female officers on the benefits and risks of human papillomavirus quadrivalent (types 6, 11, 16, and 18) vaccine, recombinant (Gardasil) to female Soldiers. Offer Gardasil to female Soldiers.
      - Obtain blood specimens for serologic screening for hepatitis A and B, measles, rubella, and varicella (as determined by local medical authority).
      - Collect blood sample for group and type determination, as required.
      - Obtain blood specimen for HIV testing if no documentation of HIV test within 6 months.
      - Collect laboratory specimen for deoxyribonucleic acid identification.
      - Ensure all in-processing items are entered into the Medical Protection System (MEDPROS) database.
      - Issue the following items: Lip balm (for example, Chapstick); foot powder, insect repellent containing N-diethyl m-toluamide (DEET) (March through October); hand-sanitizing gel containing alcohol (4-ounce containers); sunscreen.

(2) Dental tasks.

- Dental records established IAW [AR 40-66](#).
- Panograph complete.
- Dental screening complete.
- Ensure all in-processing items are entered into MEDPROS.

(3) Troop/unit tasks.

- TRICARE enrollment complete.
- Transportation complete.
- Privately owned vehicle inspections complete.
- Billeting established.
- Personal owned weapons registration complete.
- Meal cards issued.
- Central issue facility issued.
- Global assessment tool (Comprehensive Soldier Fitness) complete.
- Follow on schools coordinated as appropriate.
- Assignment swap requests submitted as appropriate.
- DA 31 (Leave form) (permissive temporary duty, Housing Relocation Assistance Program) complete.
- Pay inquiry/pay advance as appropriate.

(4) MILPO/S1:

- DD93 complete and uploaded into Interactive Personnel Electronic Records Management System (IPERMS).
- Service Members' Group Life Insurance Form 8286 complete and uploaded into IPERMS.
- Identification tags on hand.
- Common access card issued as needed.
- Defense Enrollment Eligibility Reporting System enrollment as needed (required documents include marriage certificate and birth certificates).
- Oath of office (DA 71)/Orders verification on file.
- DD 214/220 (National Guard (NG) and Reserve only) on file.
- NGB 22 (Report of Separation and Record of Service) on file.
- Travel vouchers confirmed on hand.
- Orders w/amendments/1610 on file.
- SF 1199A (direct deposit) completed, requires one blank check from an open account.
- O1E/O2E computation documents (active Army (AA)/Reserve component (RC)/NG) complete.
- Entitlements on file.
- Finance complete.
- Official passports as required.

#### **4-2. Early arrivals/holds**

a. BOLC-B. In-process and actively engage student/officers in introductory training and/or leadership positions as deemed appropriate by the chain of command. Train and employ student/officers to provide them technical, tactical skills, and experiences to enhance their leader development.

b. Introductory training. Consist of orientation, PRT, and unit taught subjects as directed by the commander. Commanders will prepare students for first unit of assignment by scheduling them for training such as: combat life saver, combatives certification, and airborne. Students may also be placed into temporary leadership positions such as platoon leader, company executive officer, etc., for training units.

c. Categorizing early arrivals/holds is as follows:

(1) Snowbirds/holdunder: Awaiting start of BOLC-B course.

(2) Bluebirds/medical holdunder: Medical holds waiting for clearance to re-enter BOLC-B course.

(3) Redbirds/holdunder: Pending rebranch or elimination.

(4) Graybirds/holdunder: Waiting to re-enter the course after being recycled or pulled for reasons other than medical.

(5) Blackbirds/holdover: BOLC graduates awaiting start of follow-on schools or awaiting resolution of administrative issues; such as outside continental United States permanent change of station.

#### **4-3. CCTL POI development/approval process**

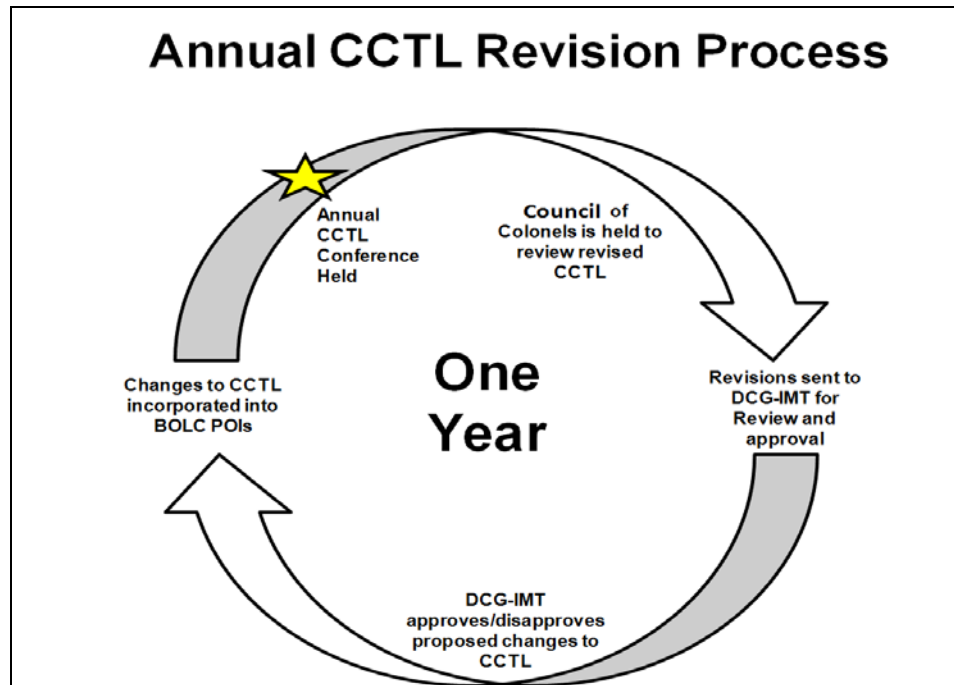
The updated CCTL establishes the minimum requirements for IMT for junior officers, and will help to develop confident, competent, and adaptive officers ready to lead Soldiers during FSO. The list represents the DCG-IMT's guidance on what tasks to train; however, it does not articulate how to train those tasks. Proponent schools are encouraged to continually seek innovative ways and opportunities to develop the officers' leadership skills. The CCTL will be revised at an annual conference. The Council of Colonels is held annually to review the revised CCTL. Revisions will then be sent to the DCG-IMT for approval by CG, TRADOC.

a. BOLC-A. IAW MOA (appendix B).

b. BOLC-B. Proponent schools are responsible for developing POIs and providing TSPs when assigned by DCG-IMT for BOLC common core tasks. Proponent schools will prepare and approve new and revised POIs IAW TR 350-70, paragraph VI 3-6, common core task management.

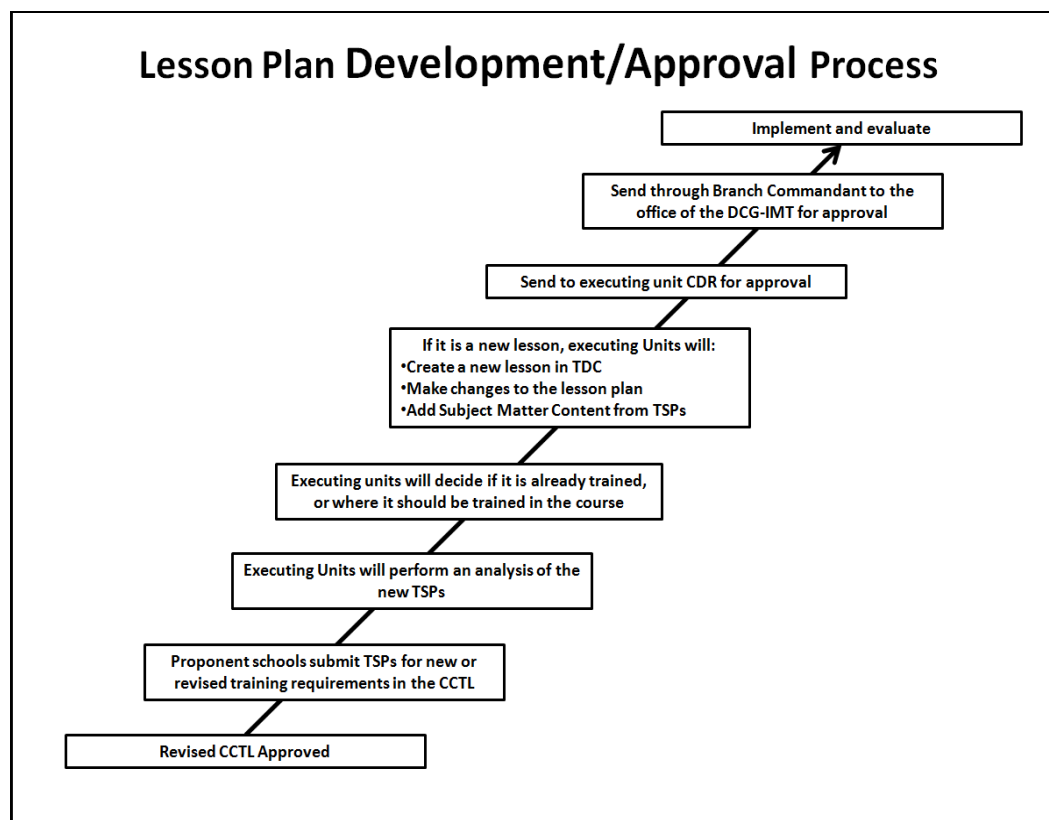


c. Integration and documentation of common core tasks. The integration of training is the application of knowledge/skills gained from prior training. The integration of all common core tasks will be documented in the lesson plans and TSPs. A matrix will be developed in which each common core task is aligned with a period of instruction in the POI. Lesson plans will be revised to incorporate the integration of the common core task (see figure 4-1).



**Figure 4-1. Annual CCTL revision process**

(1) Modifications to training programs. The proponent school will inform and coordinate with the DCG-IMT, BOLC Division, for common core instruction-related changes to BOLC training programs. Proponents will prepare and acquire approval for new and revised POIs IAW TR 350-70, paragraph VI 3-6 (see figure 4-2).



**Figure 4-2. Lesson plan development/approval process**

(2) Training schedules. BOLC-B schools will produce training schedules as outlined in Field Manual (FM) 7-0, chapter 4.

- (a) Specify when training starts and where it takes place.
  - (b) Allocate adequate time to train all tasks to standard, including time to repeat training when standards are not met.
  - (c) Specify individual, leader, and collective tasks on which to train.
  - (d) Provide multiechelon and concurrent training topics to make maximum use of available training time.
  - (e) Specify who prepares, executes, and evaluates the training.
  - (f) Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.
- (3) Company commanders (or designated representatives) approve and sign their training schedule.

(4) Battalion commanders (or designated representatives) approve and sign the schedule and provide necessary administrative and logistic support. Training is considered locked in when the battalion commander signs the training schedule.

(5) The brigade commander (or designated representative) reviews each training schedule published in the brigade.

(6) The brigade's (or designated representative) higher HQ reviews selected training schedules and the list of unit-wide training highlights.

d. BOLC-B instructor qualification and certification program(s). Branch school commandants will establish BOLC instructor certification program at their respective schools. Commandants will establish a system for monitoring and improving the quality of instruction IAW TR 350-70, part III, to ensure each instructor is fully qualified and current in all aspects of their assigned training mission.

e. Battalion commanders and command sergeant majors (CSMs) (or designated representatives) will certify BOLC cadre. Consider certification as a continuous assessment and development process, ensuring that BOLC cadre effectively trains officers for current and future requirements for success in a complex operational environment. Echelon training two levels down and mentoring one level down (consistent with doctrine) to properly develop cadre (that is, brigade commanders train company commanders and mentor battalion commanders; battalion commanders train platoon leaders and mentor company commanders). Key to effective training is the use of "tactical decision exercises" (TDEs) with multiple solutions, situational changes, and changes to the original mission. TDEs are instrumental for BOLC cadre in developing leaders with critical thinking, problem solving, and decisionmaking skills.

f. At a minimum, the following training is required for an instructor to be certified to teach BOLC students:

(1) General training requirements (TRADOC): Successfully complete the Army Basic Instructor Training Course.

(2) BOLC-B specific training requirements.

(a) Composite risk management (range safety, heat injury, etc.) (AR 385-10, The Army Safety Program).

(b) Developmental counseling techniques (AR 690-400, Total Army Performance Evaluation System; FM 6-22, Army Leadership).

(c) Conduct effective after action reviews (TR 350-70).

(d) Standards of conduct, ethics, and values training. (AR 350-1, Army Training and Education).

#### **4-4. Graduation requirements**

a. Common core completion and graduation requirements.

(1) BOLC-A. IAW MOA (appendix B).

(2) BOLC-B. DCG-IMT, IAW regulations and procedures, establishes common core graduation requirements for BOLC-B. Branch specific graduation requirements are established by the proponent school. General requirements for graduation include:

(a) Achieve performance levels as directed in the CCTL matrix for all common core tasks (see appendix D).

(b) Successfully complete/pass all branch-specific requirements as outlined in each BOLC-B student evaluation plan (TR 350-70, chap 7).

b. Professional requirements. Officers and warrant officers must demonstrate their professionalism and ability to embody, live, and defend the Army values throughout their progression of BOLC. Any student, who fails to display the Army values, commits disciplinary infractions, or ethical violations may be subject to the recycle board process and separation.

c. APFT/height and weight.

(1) BOLC-A. IAW MOA (appendix A).

(2) BOLC-B.

(a) Students must meet height and weight standards for graduation IAW AR 350-1. Any AA student who does not meet height and weight standards IAW AR 350-1 prior to graduation, will be placed in a hold status until they have met the requirements or processed from the Army. Any USAR or ARNG student who does not meet the height and weight standards IAW AR 350-1 prior to graduation will be processed from the course and returned to their parent unit.

(b) Students must pass a record APFT prior to graduation IAW AR 350-1. Any student attending BOLC-B for less than 30 days (Army Medical Command) and will not be taking an APFT for record, must handcarry their DA Form 705 with a score within 6 months of attending BOLC-B. Any AA student who does not have a passing record APFT score prior to graduation; will be placed in a hold status until he or she passes or is processed from the Army. Any USAR or ARNG student who does not have a passing record APFT score prior to graduation; will be processed from the course and returned to their parent unit.

(c) In the case of students whose profile prevents them from taking the APFT or approved alternate APFT, the APFT requirement may be waived if the student in question has passed a record APFT within 1 year prior to the date of graduation from their final BOLC course or DCC. If the student on profile does not have a record APFT within 1 year of graduation, he or she will be assigned to a medical hold status and recycled until they are able to take the APFT.

d. Medical limitations. Commanders will determine participation in BOLC-B following a medical evaluation and accompanying recommendations. The first colonel or designated lieutenant colonel in the chain of command will make the decision to recycle the student immediately, or hold him/her at the BOLC-B location pending medical treatment and recovery. In the case of RC students, consultation with USAR/ARNG liaison is required. Officers who are not medically capable of completing the BOLC-B course will be referred for the Medical Evaluation Board and or military occupational speciality/Medical Retention Board process. If the officer has a temporary profile or medical issues, such as pregnancy, the officer will be put in a hold status until cleared to continue BOLC-B training.

e. Recycles and board process. In the event that a student fails to meet BOLC-B graduation requirements as outlined above, the officer will begin the board process to determine whether recycling, branch transferring, or released from active duty (REFRAD) is required. Figure 4-3 outlines the process:

(1) Retraining/retesting/recycling in BOLC-B. The first colonel or designated lieutenant colonel in the chain of command will review and may authorize retraining/retesting/recycling of students who do not meet graduation requirements. Delay of student graduation will be coordinated with U.S. Army Human Resources Command to minimize dual-slotting seats in subsequent courses as well as effect on ARFORGEN.

(2) Disposition of nongraduates. AR 600-8-24 establishes procedures for separating officers for failure to complete training. In BOLC-B, when it is determined that the student will not succeed, the first colonel or designated lieutenant colonel in the chain of command will forward a recommendation to the General Court-Martial Convening Authority, documenting the efforts to assist the student and the facts supporting the REFRAD. Final separation is determined by HQDA. The Judge Advocate General or his designee has final disposition authority of their branch students enrolled in the DCC. This includes recycling and separation procedures.

f. The TRADOC Commander, in coordination with the DCG-IMT, determines final graduation requirements of all BOLC-B students.

g. AER. BOLC-B students will receive an AER IAW [AR 623-3](#).

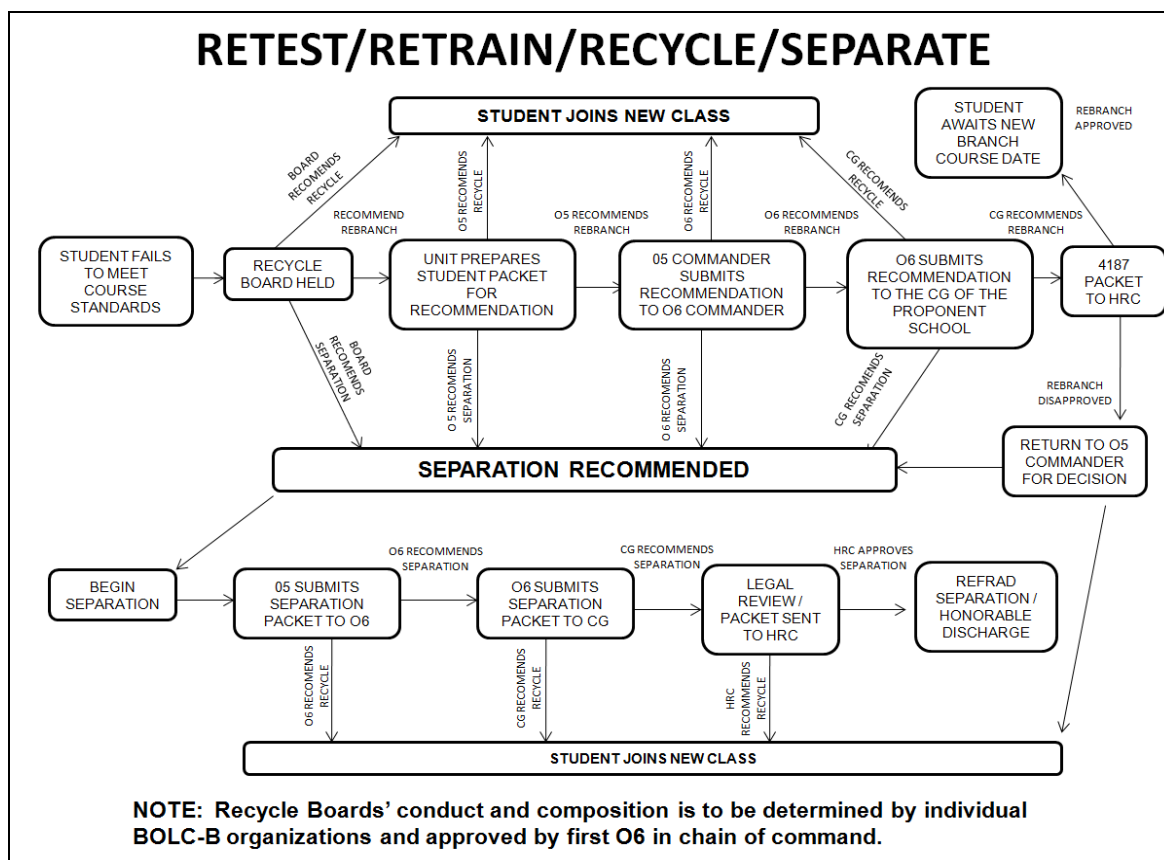


Figure 4-3. Retest/retrain/recycle/separate

#### 4-5. Miscellaneous

a. BOLC-B. Composite risk management. Commanders and cadre of BOLC students will utilize the principles and procedures established in FM 5-19. Apply composite risk management techniques to eliminate or control hazards associated with proponent TSPs, IAW guidelines established in TR 350-70, chapter I-2, and TR 385-2.

(1) Conduct realistic training exercises within the bounds of an effective composite risk management program.

(2) Before training, thoroughly brief all cadre and BOLC students on the risks associated with each specific training event/activity.

(3) Commanders will ensure that cadre and BOLC students are aware of the appropriate procedures for reporting suspicious or unsafe incidents during non-training hours.

#### b. Injury prevention measures.

(1) Prevent and reduce injuries in BOLC training by carefully following the exercise principles of "recovery" and "progression." Research suggests that there is a dose-response relationship between the amount of training and the risk of injury (for example, the more

physical activity a group performs, the more injuries will occur). Furthermore, there are thresholds of training above which fitness does not improve substantially, but injury rates still increase. PRT is progressive and disciplined training that challenges the Soldier's physical ability. The progressive nature of the PRT program is essential for the most beneficial physical development and safety of all Soldiers. Adjust the duration and intensity of PRT sessions to compensate for other physically demanding activities.

(2) Students must be acclimated to heat and cold. Develop and implement detailed programs to prevent heat and cold casualties. Use [TR 350-29](#), paragraphs 2-3 through 2-8, as the basis for locally developed programs. Commanders will also coordinate with the local Medical Department Activity Preventive Medicine Service for assistance in developing their programs.

c. Resident Individual Training Management (RITMS)/Digital Training Management System (DTMS). The student company (or equivalent) will initiate and maintain a DA Form 5286-R (Individual Training Record) for proponent schools for every officer attending BOLC-B. Use the modified DA Form 5286-R, available in RITMS/DTMS to document the completion of training requirements in all BOLC-B courses. This modified form streamlines the information required, and provides a standardized reporting format for all BOLC-B sites.

d. Sexual harassment, fraternization, inappropriate or unprofessional relationships. This conduct is explicitly forbidden IAW AR 600-20 and may violate local regulations. These offenses are contrary to the principles of officership and are punishable under the United Code of Military Justice.

(1) Prohibited relationships. Any relationship between permanent party and BOLC students not required by the training mission is prohibited IAW AR 600-20. This definition includes and is not limited to dating BOLC students, writing personal letters/e-mails, having personal telephone conversations unrelated to the training mission, gambling, dancing, entertaining in a personal residence, sharing accommodations in a hotel/motel, or any other conduct of a personal or sexual nature.

(2) This does not preclude the normal exchange of military courtesies, the standard courtesies extended at command sponsored functions, participating in religious activities, or activities specifically approved by the commander, or necessitated by emergency.

## **Chapter 5**

### **Training Assessment**

#### **5-1. BOLC-assessment visits**

a. BOLC-B. The DCG-IMT is charged by the CG, TRADOC, with the responsibility to conduct TRADOC assessments. Assessments will occur in part through announced, regularly scheduled IMT assessment visits at all installations and organizations conducting BOLC training.

(1) Intent. To assist the commanders' and installations' efforts in conducting IMT; to review/assess execution of mission; and assist commanders in addressing issues and problem areas by providing actionable information and objective feedback to decisionmakers.

(2) Concept. DCG-IMT directed and led. Team remains on site for 3 to 5 days, depending on the size of the training organization. Team consists of key TRADOC staff members.

(3) Coordinating IMT assessment visit dates are published on the DCG-IMT Web site, Army Knowledge Online collaboration site, and on the TRADOC master activities calendar. Detailed coordination begins not later than 2 months prior to visits.

b. Tasks required by visited BOLC-B installation (IAW memorandum of instruction for IMT assessment visits):

(1) Provide BOLC company training schedules covering the dates of the visit, to include physical training and unit dining facility schedules, to the DCG-IMT visit coordinator NLT 30 days prior to scheduled visit.

(2) Provide requested read-ahead material to IMT visit coordinator NLT 30 days prior to scheduled visit.

(3) Provide building and room numbers for all events and DCG-IMT's working office to IMT visit coordinator NLT 21 days prior to visit.

(4) Ensure installation logistics representative makes contact with TRADOC counterpart NLT 30 days prior to visit to identify problems ahead of visit.

(5) Provide a team meeting/conference room with tables, chairs, and audiovisual equipment for team meetings. Must have 24-hour access and seating for all team personnel. This room is used solely by the team throughout the duration of the visit.

(6) Coordinate and provide adequate meeting rooms for all interviews and focus groups.

(7) Coordinate a pre-out-brief for the following: The visiting team lead (DCG-IMT and the DCG-IMT, CSM) and the installation CG and CSM and their invited guests.

(8) Coordinate details of the visit for DCG-IMT and DCG-IMT, CSM with their respective personal staffs to ensure all requirements are met.

## **5-2. BOLC quality assurance (QA) office**

The DCG-IMT QA office must ensure IMT standards are relevant and focused on outcomes; participate as members of the accreditation team evaluating IMT training as appropriate; and develop written assessments based on DCG-IMT/CG approved standards and weighting criteria. Accreditation helps to assure the command that the evaluated training meets the competency needs of today's Army and the operating force. BOLC-B is always evaluated during an accreditation visit.



### **5-3. Feedback from the force**

The DCG-IMT will solicit feedback annually from the operational force for each proponent branch to ensure relevancy of the CCTL. Proponent branches will also solicit feedback from the operational force within their proponent branch to remain relevant within their functional training tasks.

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## **Appendix A**

### **References**

#### **Section I**

#### **Required Publications**

AR 40-5

Preventive Medicine

AR 350-1

Army Training and Leader Development

AR 600-9

The Army Weight Control Program

AR 600-20

Army Command Policy

AR 623-3

Evaluation Reporting System

AR 670-1

Wear and Appearance of Army Uniforms and Insignia

FM 3-11

Multi-service Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical Defense Operations

FM 3-11.4

Multi-service Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection

FM 5-19

Composite Risk Management

FM 7-0

Training the Force

FM 21-10

Field Hygiene and Sanitation

TRADOC Reg 350-36

FM 3-22.20

Physical Readiness Training

TR 350-10

Institutional Leader Training and Education

TR 350-29

Prevention of Heat and Cold Casualties

TR 350-70

Systems Approach to Training Management, Processes, and Products

TR 385-2

TRADOC Safety Program

## **Section II**

### **Related Publications**

AR 1-201

Army Inspection Policy

AR 11-2

Management Control

AR 25-30

The Army Publishing Program

AR 27-10

Military Justice

AR 40-66

Medical Record Administration and Health Care Documentation

AR 40-562

Immunization and Chemoprophylaxis

AR 165-1

Chaplain Activities in the United States Army

AR 350-2

Opposing Force Program

AR 350-1

Army Training and Education

AR 350-10  
Management of Army Individual Training Requirements and Resources

AR 350-30  
Code of Conduct/Survival, Evasion, Resistance and Escape (SERE) Training

AR 385-10  
Army Safety Program

AR 385-55  
Prevention of Motor Vehicle Accidents

AR 5-22  
The Army proponent System

AR 350-1  
Army Training and education

AR 350-10  
Management of Army Individual Training Requirements and Resources

AR 350-18  
The Army School System (TASS)

AR 350-50  
Combat Training Center Program

AR 385-10  
Army Safety Program

AR 600-3  
The Army personnel Proponent System

AR 600-8  
Personnel

AR 690-400  
Total Army Performance Evaluation System

FM 6-22  
Army Leadership

FM 21-20  
Army Physical Fitness Training

TR 350-6

Enlisted Initial Entry Training (IET) Policies and Administration

### **Section III**

#### **Referenced Forms**

DA Form 260

Request for Printing of Publication

DA Form 1045

Army Ideas for Excellence Program (AIEP) Proposal

DA Form 2028

Recommended changes to Publications and Blank Forms

### **Section IV**

#### **Policy**

Memorandum, HQDA, DASG-PPM-NC, 25 Sep 08, Subject: Supplemental Guidance to the Army Latent Tuberculosis Infection (LTBI) Surveillance and Control Program, available at <https://www.us.army.mil/suite/group/271>.

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**Appendix B**  
**BOLC-A Memorandum of Agreement**

**BOLC-A MOA is available at <https://www.us.army.mil/suite/page/613990>.** A sample MOA is shown in figure B-1.

**DEPARTMENT OF THE ARMY**  
**DEPUTY COMMANDING GENERAL, INITIAL MILITARY TRAINING**  
**11 BERNARD ROAD, BUILDING 10**  
**FORT MONROE, VIRGINIA 23651-1001**

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**INITIAL MILITARY TRAINING,**  
**U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC),**  
**U.S. MILITARY ACADEMY (USMA)**  
**AND**  
**(AGENCY'S NAME)**

**SUBJECT:** Basic Officer Leader Course (BOLC-A) Common Core Tasks Training Memorandum of Agreement (MOA)

**1. References.**

- a. TRADOC Regulation (TR) 350-36: Basic Officer Leader Course (BOLC) Training Policies and Administration
- b. Army Regulation (AR) 350-1: Army Training and Leader Development
- c. TRADOC Regulation (TR) 350-70: Systems Approach to Training Management, Processes, and Products
- d. BOLC Common Core Critical Task List

**2. Purpose.** This memorandum of agreement (MOA) establishes authorities, responsibilities, objectives, methodology, policy and administration for training and development of newly commissioned and warrant officers between (AGENCY'S NAME).

**3. Background.** The DCG-IMT is the proponent for TR 350-36 and is responsible for providing guidance and determining policy for the conduct of BOLC common core tasks.

**4. Scope.** This agreement formalizes the training and development of all training between DCG-IMT and (AGENCY'S NAME).

5. **Responsibilities.** DCG-IMT, TRADOC, will determine policy and guidance for the conduct of BOLC common core tasks training.
6. **Administrative Requirements.** Provide newly commissioned officers upon graduation with the necessary in/out processing documents needed for transition to BOLC-B.
7. **Proponent and exception authority:** (AGENCY’S NAME) have the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations.
8. **Implementation Instructions.** This MOA is effective upon signature by all parties. It remains in effect through (FY) unless amended by mutual agreement of the DCG-IMT and (AGENCY’S NAME).
9. **Primary Points of Contact.** DCG-IMT POC.

_____ Signature Block	_____ Signature Block
_____ (Date)	_____ (Date)

**Figure B-1. Sample Memorandum of Agreement**

**Appendix C**  
**Military Schools, Colleges, and Training Centers**

**BOLC-A**

U.S. Army Accessions Command, Fort Knox, KY 40122  
U.S. Military Academy, West Point, NY 10996  
U.S. Army Officer Candidate School, Fort Benning, GA 31905  
U.S. Army Warrant Officer Candidate School, Fort Rucker, AL 36362

**BOLC-B**

Aviation Center of Excellence  
U.S. Army Aviation Warfighting Center, Fort Rucker, AL 36362

**Army Medical Department**

U.S. Army Medical Department Center and School, Fort Sam Houston, TX 78234

**Fires Center of Excellence**

U.S. Army Air Defense Artillery Center, Fort Sill, OK 73503  
U.S. Army Field Artillery Center and Fort Sill, OK 73503

**Intelligence Center of Excellence**

U.S. Army Intelligence Center, Fort Huachuca, AZ 85613

**Maneuver Center of Excellence**

U.S. Army Armor School, Fort Benning, GA 31905  
U.S. Army Infantry School, Fort Benning, GA 31905

**Maneuver Support Center of Excellence**

U.S. Army Engineer School, Fort Leonard Wood, MO 65473  
U.S. Army Military Police School, Fort Leonard Wood, MO 65473  
U.S. Army Chemical School, Fort Leonard Wood, MO 65473

**Signal Center of Excellence**

U.S. Army Signal Center, Fort Gordon, GA 30905

**Sustainment Center of Excellence**

U.S. Army Ordnance School, Fort Lee, VA 23801  
U.S. Army Quartermaster School, Fort Lee, VA 23801  
U.S. Army Transportation School, Fort Lee, VA 23801

**U.S. Army Training Center**

U.S. Army Financial Management School, Fort Jackson, SC 29207  
U.S. Army Adjutant General School, Fort Jackson, SC 29207  
U.S. Army Chaplain School, Fort Jackson, SC 29207

**U.S. Army Judge Advocate General's Legal Center and School**

U.S. Army Judge Advocate General's Legal Center School, Charlottesville, VA 22903

## Appendix D

### IMT BOLC-A & B Common Core Training

The BOLC CCTL encompasses the latest changes as recommended by the July 2010 Council of Colonels and is available at <https://www.us.army.mil/suite/page/613990>. A sample CCTL is provided as figure D-1.

COMMON CORE TASK LIST								
Task	Task Number	BOLC-A	BOLC-B	PROPONENT	PERFORMANCE LEVELS	TIME	COMMENTS	TSP
<b>OFFICERSHIP</b>								
Apply customs and courtesies and traditions of the service	158-100-1181	P	I	CAL	Proficiency	1 hr		
<b>PROFESSIONAL DEVELOPMENT</b>								
Integrate the basic knowledge of military history into your education as future officers	155-197-0020	P		TRADOC Historian	Introductory	45 hr		
<b>TECHNICAL COMPETENCE</b>								
Manage training	152-020-0030	P	I	CADD-CTD	Proficiency	3 hr		
<b>VALUES/ETHICS</b>								
Resolve an ethical problem	159-100-3006	P	I	ACPME	Proficiency	3 hr		
<b>LEADERSHIP</b>								
Communicate basic concepts of leadership doctrine	158-100-3003	P	I	CAL	Proficiency	3 hr		
<b>TACTICAL COMPETENCE</b>								
Conduct troop leading procedures	071-326-3049	P	I	INF	Proficiency	3:25 hr		
<b>WARRIOR TASKS</b>								
Employ hand grenades	071-325-4407	P		INF	Introductory	2 hr		
<b>BATTLE DRILLS</b>								
React to contact	071-326-0513							

**Figure D-1. Sample CCTL**



## **Appendix E**

### **BOLC Task Training Prioritization Designations**

#### **E-1. Training tiers**

- a. Tier I – Critical tasks – MUST TRAIN.
- b. Tier II – Important Tasks – TRAIN.
- c. Tier III – Train if time is available.

#### **E-2. Proficiency level designations**

- a. Mastery – Soldier understands the how and why of a task, and demonstrates the ability to perform the task at first unit of assignment and under combat conditions.
- b. Proficiency – Soldier demonstrates the ability to perform the task under combat conditions and upon arrival at first unit of assignment.
- c. Introductory – Soldier demonstrates the ability to perform the task under supervision.

#### **E-3. Explanation of common military training codes used**

a. Programmed training. Training of a critical task or supporting skills and knowledge. It includes all of the academic instruction that is in the course (reflected in the POI) and applies to the resident and nonresident instruction. It includes common or shared task TSPs forwarded to nonproponent schools for inclusion in a formal course of instruction as a stand-alone lesson with a separate lesson number POI file number. Conducted in resident or nonresident training. Trained to standard. Essential as it serves as the foundation for the other training in the course. A qualification training requirement. Evaluated during instruction.  
Note: For common core or shared task TSPs, it evaluates task performance during instruction under conditions prescribed in the TSPs. May require specific equipment.

b. Integrated training. Training of a critical task or supporting skills and knowledge. It is integrated into existing course academic instruction (reflected in the POI) and applies to resident and nonresident instruction. It includes common or shared task TSPs forwarded to non-component schools for integration into an existing lesson. This task may be one in which the performer has received prior training (that is, it is best used to sustain/refine previously acquired skills). Evaluates task performance during instruction under conditions prescribed in common or shared task TSPs.

c. Awareness training. Training used to disseminate information that provides an individual with the basic knowledge/understanding of a policy, program, or system, not a critical task or supporting skill or knowledge. The proponent school identifies the most efficient and economical media to disseminate the awareness training and disseminates as part of a TSP with supporting administrative information. Awareness training may not be related to course specific

training objectives and takes place outside of POI academic time (although the training material may be passed out during POI time). Lessons can be disseminated as handouts, supplemental reading, orientations, etc, and is not formally evaluated. An example is the annual security briefing.

d. Refresher training. Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. It is related to course-specific training objectives. Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training (that is, meets prerequisite training requirements). May take place in a course during/outside of POI time. Performed under prescribed conditions and must meet prescribed performance standards.

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## Glossary

### Section I Abbreviations

AA	active army
AER	academic evaluation report
ALM	adaptive leader methodology
AR	army regulation
ARFORGEN	Army Force Generation
ARM	advanced rifle marksmanship
ARNG	Army National Guard
BOLC	basic officer leader course
BOLC-A	basic officer leader course (pre-commissioning training)
BOLC-B	basic officer leader course (branch specific training)
BRM	basic rifle marksmanship
CCTL	common core task list
CG	commanding general
DA	Department of the Army
DCC	Direct Commission Course
DCG-IMT	Deputy Commanding General-IMT
DTMS	digital training management system
FM	field manual
FSO	full-spectrum operation
HIV	human immunodeficiency virus
HQ	headquarters
HQDA	Headquarters, Department of the Army
IAW	in accordance with
IMT	initial military training
LVCG	live, virtual, constructive gaming
MEDPROS	Medical Protection System
MOA	memorandum of agreement
NBC	nuclear, biological, and chemical
NG	National Guard
OCS	officer candidate school
POI	program of instruction
PRT	physical readiness training
QA	quality assurance
RC	reserve component
REFRAD	release from active duty
RITMS	resident individual training management
ROTC	reserve officers training corps
STR	service treatment record
TDE	tactical decision exercise
TLP	troop leading procedure
TRADOC	U.S. Army Training and Doctrine Command

TRAS	training requirements analysis system
TSP	training support package
U.S.	United States
USMA	United States Military Academy
USAAC	U.S. Army Accessions Command
USACC	U.S. Army Cadet Command
USAR	United States Army Reserve
USMA	United States Military Academy
WOCS	warrant officer candidate school
WTBD	Warrior tasks and battle drills

## **Section II**

### **Terms**

#### **Active Army**

Members and units of the active Army.

#### **Adaptive leader methodology**

This methodology is a cultural change rather than a specific set list of exercises. Adaptive leader methodology (ALM) develops adaptability through the rapid decisionmaking process with instructors certified on how to employ experiential learning models through scenario based education and problem solving exercises. Additionally, ALM parallels the latest findings of the academic world in leader and cognitive development.

#### **ARNG**

The Army National Guard (ARNG) is one component of the Army (which consists of the Active Army, the Army National Guard and the Army Reserve). The ARNG is composed primarily of traditional guardsmen -- civilians who serve their country, state and community on a part-time basis (usually 1 weekend each month and 2 weeks during the summer). Each state, most territories, and the District of Columbia have its own National Guard, as provided for by the Constitution of the United States.

#### **Army physical fitness test**

A three-event (push-up, sit-up and 2 mile run) test designed to measure the basic component of fitness and evaluate Soldiers' ability to perform physical tasks.

#### **Basic rifle marksmanship**

A program designed to develop the shooting proficiency of new Soldiers. Soldiers train in basic operations and maintenance requirements of assigned individual weapons. They progress through dry fire, live fire, feedback, and advanced skills; culminating in weapons qualification.

#### **Cadre**

All military, permanent party members, or civilian personnel that command, supervise, instruct, train, or directly support IMT Soldiers.

**Initial military training**

Term that encompasses all initial Army training including enlisted, warrant officer, and officer.

**Phased training**

The division of BOLC into separate phases of training; BOLC-A and BOLC-B.

**Remedial training**

Additional training given to Soldiers enabling them to attain training standards and remain in cycle, rather than having to restart in a new cycle.

**Reserve components**

Members and units of the ARNG and USAR.

**Soldier fueling initiative**

A feeding ("fueling") standard for Soldiers in IMT that encompasses Department of Defense nutritional standards, nutritional education, menu development, and preparation and serving standards, to increase IMT Soldier fitness and performance.

**Training Requirements Analysis System**

The purpose of TRAS is to ensure that students, instructors, facilities, ammunition, equipment, and funds are all at the right place and time to implement directed training. The TRAS is a management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. TRAS documents include the individual training plan, course administrative data, and POI.

**Warrior tasks and battle drills**

Selected skills taught in all phases of IMT to train students how to survive in combat.